

Hearing impairment

Whole school approaches

- Planning promotes access to the learning environment and supports good progress for learners with hearing impairment (HI).
- Planning reflects an understanding of the needs of learners with HI.
- Planning ensures optimum conditions to all school activities for learners with HI.
- There is a whole school approach to incorporate different teaching and learning styles that support the full range of HI.
- Positive role models of disability are used within the curriculum.
- Staff understand the implications of differentiation of language.
- Pupil-centred planning to ensure optimum engagement and support the development of communication, social and independence skills.
- The school accesses awareness level training provided by STLS Sensory Service through the core offer - Online Training for Hearing Impairment.
- Staff training promotes the development of pupils with HI to be independent learners and decision makers.
- Training opportunities for HI are supported, e.g. "Supporting Inclusion of Pupils with HI".

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

ACCESS TO THE LEARNING ENVIRONMENT

Learners may not be able to:

- hear what everyone else can hear
- hear in noisy environments
- hear announcements or instructions about where to go and what to do
- respond to fire alarms.

What can help

(Provision – strategies, interventions and resources)

- Consideration is given to good listening conditions for all children, e.g. lowering ceilings, sound absorbent flooring, silent heating, lighting and audio-visual systems.
- Staff have a positive approach towards the use of amplification. and the use of hearing aids, supplied by Health, is supported.
- Learners with HI should be encouraged to develop positive attitudes towards amplification.
- Schools to encourage the use of sound field systems.
- Staff have an awareness of background noise levels and reduce this wherever possible, e.g. by closing doors.
- Rooms are well lit.

What you will see

ACCESS TO THE CURRICULUM

Learners may have difficulties with:

- hearing the teacher
- hearing in a noisy classroom or when chairs are being moved
- sitting next to noisy equipment such as heaters or data projectors
- accessing spoken information when the teacher is facing away
- hearing their peers in class discussions
- understanding what is being said on DVDs or TV
- understanding new or complicated language.

Learners may:

- appear confused or unable to start a task
- mishear instructions
- be very self-conscious
- get angry or upset
- get left behind in PE.

What can help

- Curriculum delivery is pitched at appropriate language level and uses a range of communication strategies to take account of their HI.
- Visual and written support is provided and used to aid understanding.
- Key vocabulary is provided in advance.
- Subtitles are used with DVD and online video materials, if appropriate.
- School staff have awareness of the effect of hearing loss on language development.
- Considerations of the physical elements of task to focus on key concept/objective.
- Peer support and sensitive grouping/ pairing for a range of activities.
- Staff repeat verbal contributions from other learners to ensure clarity.
- Modified or adapted materials to provide immediate access to learning activities.
- Teachers implement appropriate strategies to support communication in teaching and assessment (including ensuring lipreading cues are available; use of good voice levels; language used is at appropriate levels).
- Monitoring of outcomes supports the next stage of planning.
- Special arrangements applied for internal/ external learning assessments.
- Signpost to training opportunities, e.g. Online training for HI, 'Supporting Inclusion for Pupils with HI' course.
- Seek specialist advice from a Qualified Teacher for HI.

What you will see

ACCESS TO COMMUNICATION

Learners may:

- seek out adults and support from adults
- play with younger pupils
- be socially isolated
- wish to get away from close adult support
- lack independence and resilience
- express sadness about their deafness
- feel sad that they cannot do some things independently.

What can help

- Good reinforcement of learner's verbal contributions.
- Learners are directed to task by using their first name.
- Appropriate regular checks on amplification equipment.
- Checks are undertaken to ensure the information has been correctly understood by learners with HI.
- Good voice levels and clear speech are always used.
- Teachers remain in a favourable position in the classroom that optimises access to lipreading cues.
- Positive language is used to promote self-esteem.
- Provide opportunities for learners to gain the language to express their concerns.
- Provide opportunities for learners to learn to talk about their hearing impairment.
- For learners who require specialist equipment or who use BSL please seek advice from a Qualified Teacher for HI.